RTI Elementary:
Reading

Professional Development Module
Closing
Montana Office of Public Instruction

Preparation: Arrive <u>at least</u> a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport. Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

Say: *Welcome to the Professional Development Module for elementary RTI: Reading. I'm glad you're here!*

Introduction

Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.

Say: *This training identifies evidence-based practices that will validate what you are already doing in your teaching practice and will hopefully motivate you to want to try some new practices.*

Orientation to Materials

Quickly walk participants through the materials for the module, pointing out the sections below. As you point out each section, have participants tab each section with a sticky note.

•**Professional Development Lesson Overview and Visual Diagram**: Explain that the diagram is simply the overview diagram for the module—we will discuss this diagram in more depth in a moment. Explain that the lesson plan is very important for their own implementation of the module, as it provides an overview for each slide and activity, coupled with the recommended time for each slide and activity. This lesson planning chart is extremely helpful not only in their own preparation, but also if they have to spread out the module over several smaller sessions, as it can help determine what can be covered for each session.

•**Presenter Notes**: Explain that the presenter notes are the slides that contain all of the notes for the presenter. Note that participant notes or any media, such as a movie, is needed they will see an icon on the slide as an indicator.

•**Participant Notes**: Explain that the participant notes are simply the slides in a handout format so that participants can take notes during the presentation.

•**Handouts:** Explain that the handouts are additional resources that will be referenced often. The handouts have been created by Doing What Works website and the Montana Office of Public Instruction.

Explain that as you work today, you will be using a signal to let participants know when discussion time is ending and that you need their attention up front.

Model/practice the signal you will use to bring the group back together after small group discussions and activities (ex., count down, hand raise, cue word, etc.)

No Media
No handout

Montana Common Core Standards
for English Language Arts
- Specific Grade Level Expectations

- Balance reading informational text and literature

- Write to inform or persuade using evidence

- Literacy in History/Social Studies, Science, and Technical Subjects

Say: *There are some shifts that have occurred with these new standards.*

•The most evident is the organization and explicit standards at each grade level.

•For ELA, informational text is now included. In fact there should be a balance of Literature and Informational text starting in Kindergarten with what is being read by the teachers and students
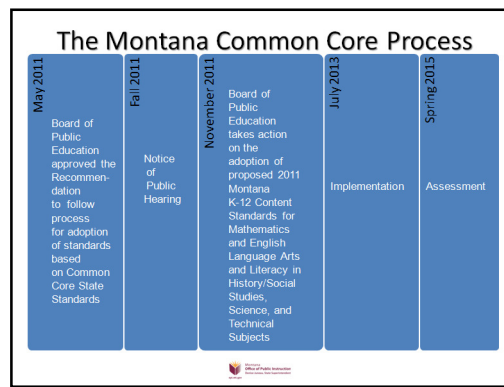*•A great deal more writing is also expected.*

•Because middle and high schools are often departmentalized in all subject areas, all teachers of each subject are expected to include literacy for students to be proficient.

•The reason all teachers is due to the fact Technical subjects include any subject or course work with subject specific language. This means mathematics, consumer science, physical education, career technical education, etc.

No Media
No Handouts

The Montana Common Core Process

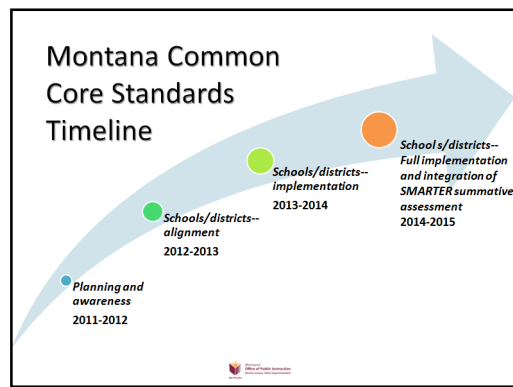| May 2011	Fall 2011	November 2011	July 2013	Spring 2015
Board of Public Education approved the Recommen-dation to follow process for adoption of standards based on Common Core State Standards	Notice of Public Hearing	Board of Public Education takes action on the adoption of proposed 2011 Montana K-12 Content Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects	Implementation	Assessment

Say: *This graphic shows the process of the Adoption of the Montana Common Core Standards since May 2011.*

Montana took a purposeful route in the consideration of adopting the Common Core State Standards

•A three part analysis was completed by out-of-state content experts as well as P-20 educators from across the state.

•November 2011, the MBPE adopted the Montana Common Core Standards which are the exact wording of the Common Core State Standards with the addition of Indian Education standards.

•Full implementation and accountability through assessment will take place from 2013 through 2015.

No Media
No Handouts

Montana Common
Core Standards
Timeline

Schools/districts--
implementation
2013-2014

Schools/districts--
alignment
2012-2013

School s/districts--
Full implementation
and integration of
SMARTER summative
assessment
2014-2015

Planning and
awareness
2011-2012

Say: *This is the timeline for Montana schools for the full implementation of the Montana Common Core Standards. OPI is currently providing information and resources to districts and schools to support their implementation efforts.*

No Media
No Handouts

Activity:

Montana
Common Core Standards for
English Language Arts

Say: *For this activity each of you will need the handout "MT Common Core Standards for English Language Arts."*

Look over the Montana Common Core Standards for English Language Arts with your partner and discuss how they align with the four Elementary Reading key concepts.

(allow about 5-10 min.)

Check in with individuals and write answers on chart paper.

No Media

Handout #1: MT Common Core Standards for English Language Arts

Carousel Activity

When the music begins....
- find your "Groovy Group"
- go to a poster together
- assign a recorder
- you will have two minutes to brainstorm as many things as you can remember about the topic
- write ideas on sticky notes or on the poster.

Preparation: Write the four key concepts on separate sheets of chart paper and place them at four locations in the room.

1. Universal Screenings
2. Progress Monitoring
3. Systematic Instruction
4. Differentiation Based on Data

Say: *For this closing activity you will find your "Groovy Group" when the music begins. Once you are in your Groovy Group go to a poster together. At the first poster assign a recorder. You will have two minutes to brainstorm as many things as you can remember about the topic on sticky notes or on the poster.*

If you use sticky notes place them on the poster. When the two minutes are over you will rotate clockwise to the next poster. Listen for my signal when it is time to move. At the next poster assign a new recorder. Each group will get an opportunity to do this at all four posters. Ready begin (start music).

Note- Use a bell or a signal that will indicate it is time to rotate. Repeat this four times so that participants have the opportunity to visit all four posters. If you have a large group you will want to assign which they will begin with.

Say: *Return to your chairs and take out your KWL charts.*

No Media
Handout #2: KWL Chart

KWL Activity

What Do You Know	What Do You Want to Know	What Have You Learned

Say: *Let's go back and revisit our KWL chart. We've already discussed the first two columns "What Do You Know" and "What Do You Want to Know". Take a few seconds to write down "What Have You Learned".*
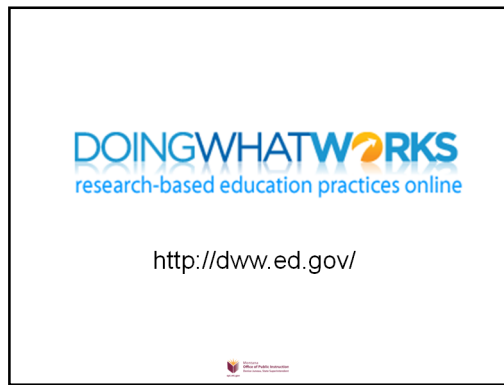
Allow 1-2 minutes.

Say: *Now discuss your ideas with your shoulder partner, be prepared to share your ideas.*

Check in with individuals and write their ideas on the chart paper KWL chart.

No Media
Handout #2: KWL Chart

http://dww.ed.gov/

Say: Much of the media and handouts for this training we made available from the website ***Doing What Works***

The Doing What Works website is a website dedicated to helping educators implement effective educational practices and includes practice guides developed by the U.S. Department of Education's Institute of Education Sciences.

No Media
No Handout

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

http://www.opi.mt.gov/

Say: Many of the resources and handouts for this training were made available from the Montana Office of Public Instruction.

The staff at from the Montana Office of Public Instruction is also dedicated to helping educators implement effective educational practices and are always available to guide you in your implementation or answer questions.

No Media
No Handout

Additional Resources

- OPI Professional Development
  - Articles, mini lessons, and video clips on the OPI Instructional Innovations website
  - http://opi.mt.gov/Streamer/Instructional_Innovations/index.php#gpm1_5

- National Center on Response to Intervention:
  - Many additional tools and templates
  - http://www.rti4success.org/

Say: Here are some additional resources that may be helpful to your school or district.

No Media

No Handout

Additional Resources

- OPI Response to Intervention Project
  - http://www.opi.mt.gov/Resources/RTI/Index.html

- OPI Montana Behavioral Initiative
  - http://opi.mt.gov/Programs/SchoolPrograms/MBI/index.html

- Montana Common Core
  - http://opi.mt.gov/Curriculum/Index.html?gpm=1_6

No Media
No Handout

Additional Resources

- ASCD: Response to Intervention Topic

- Council for Exceptional Children (CEC): CEC's Position on Response to Intervention (RTI) — The Unique Role of Special Education and Special Educators

- *Education Week*: 2009 Spotlight on Response to Intervention

No Media
No Handout

Additional Resources

- IDEA Partnership: Response to Intervention Collection

- International Reading Association (IRA): Response to Intervention

- Iowa Heartland Area Education Agency (AEA): Instructional Decision Making (IDM)

No Media
No Handout

Additional Resources

- The IRIS Center

- National Association of State Directors of Special Education (NASDSE): Response to Intervention (RtI) Project

- National Center on Response to Intervention (NCRTI)

No Media
No Handout

Additional Resources

- National Research Center on Learning Disabilities (NRCLD)

- U.S. Department of Education: Building the Legacy — IDEA 2004

- Pennsylvania Training and Technical Assistance Network (PaTTAN)

No Media
No Handout

Additional Resources

- RTI Action Network

- Center on Instruction (COI): Hot Topics &mdash Response to Intervention

- Oregon Response to Intervention Project (OrRTI)

No Media
No Handout

Additional Resources

- Institute of Education Sciences (U.S. Department of Education): Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

- National Center for Culturally Responsive Educational Systems (NCCRESt): A Cultural, Linguistic, and Ecological Framework for Response to Intervention With English Language Learners

No Media
No Handout